



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 11701420
SAU: Waterville Public Schools
School: George J Mitchell School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 3

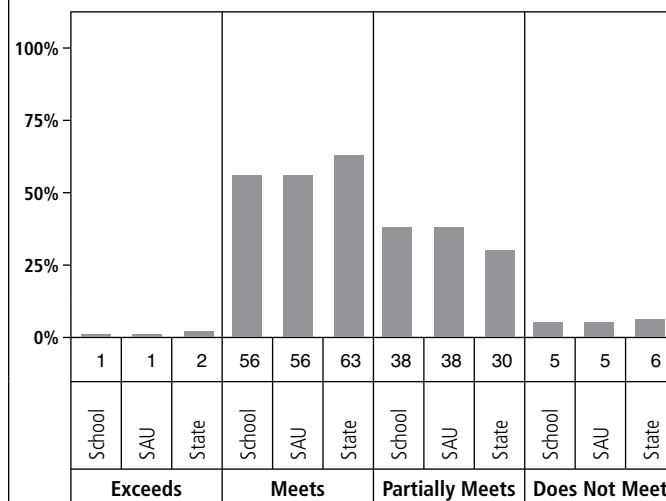
SAU: Waterville Public Schools

School: George J Mitchell School

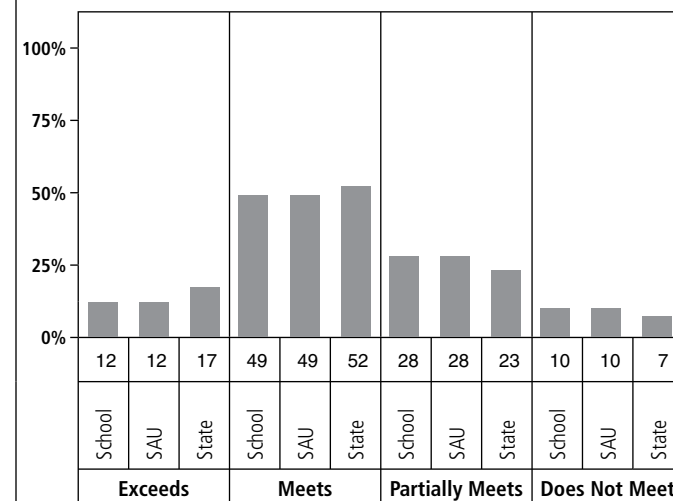
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	341	341	345
2007–2008	343	343	344
2008–2009	344	344	345
Cum. Avg.*	343	343	345
Mathematics			
2006–2007	343	343	347
2007–2008	346	346	347
2008–2009	345	345	348
Cum. Avg.*	345	345	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Waterville Public Schools
School: George J Mitchell School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	140	100	140	100	13763	100	140	100	140	100	13691	100	140	100	140	100	13691	100						
Ethnicity African American/Black	3	2	3	2	416	3	3	100	3	100	412	99	3	100	3	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	3	2	3	2	232	2	3	100	3	100	226	97	3	100	3	100	227	98						
Hispanic	8	6	8	6	167	1	8	100	8	100	164	98	8	100	8	100	164	98						
Caucasian/White	126	90	126	90	12846	93	126	100	126	100	12788	100	126	100	126	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	23	16	23	16	2414	18	23	100	23	100	2388	100	23	100	23	100	2388	100						
Current LEP	8	6	8	6	420	3	8	100	8	100	413	98	8	100	8	100	417	99						
Economically disadvantaged	77	55	77	55	5887	43	77	100	77	100	5847	100	77	100	77	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	111	79	111	79	10316	75	112	80	112	80	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	4	4	4	4	192	2	4	4	4	4	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	27	19	27	19	3179	23	26	19	26	19	3152	23						
Identified disability (PET/IEP)	21	78	21	78	1757	55	21	81	21	81	1759	56						
LEP	4	15	4	15	214	7	4	15	4	15	219	7						
504 plan	1	4	1	4	63	2	1	4	1	4	64	2						
Other	3	11	3	11	1192	37	2	8	2	8	1157	37						
Participation through alternate assessment (PAAP)	2	1	2	1	194	1	2	1	2	1	184	1						
Identified disability (PET/IEP)	2	100	2	100	194	100	2	100	2	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Waterville Public Schools
School: George J Mitchell School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	3	2	3	2	332	2
	2007-2008	2	1	2	1	227	2
	2008-2009	2	1	2	1	262	2
	Cum. Total*	7	2	7	2	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	66	46	66	46	8691	63
	2007-2008	68	51	68	51	8403	62
	2008-2009	77	56	77	56	8500	63
	Cum. Total*	211	51	211	51	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	52	36	52	36	3781	27
	2007-2008	60	45	60	45	4018	30
	2008-2009	52	38	52	38	3985	30
	Cum. Total*	164	39	164	39	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	23	16	23	16	1021	7
	2007-2008	4	3	4	3	938	7
	2008-2009	7	5	7	5	748	6
	Cum. Total*	34	8	34	8	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	27.6	60.0	27.6	60.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	19.3	60.3	19.3	60.3	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.2	58.6	8.2	58.6	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Waterville Public Schools
 School: George J Mitchell School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	138	2	1	77	56	52	38	7	5	344	138	1	56	38	5	344	13495	2	63	30	6	345
Ethnicity																						
African American/Black	3										3						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	3										3						222	4	63	25	8	345
Hispanic	8	0	0	6	75	2	25	0	0	348	8	0	75	25	0	348	162	0	51	38	10	342
Caucasian/White	124	2	2	67	54	48	39	7	6	343	124	2	54	39	6	343	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	4	19	15	71	2	10	338	21	0	19	71	10	338	2194	0	32	50	18	338
No	117	2	2	73	62	37	32	5	4	345	117	2	62	32	4	345	11301	2	69	26	3	346
Current LEP																						
Yes	8	0	0	6	75	2	25	0	0	345	8	0	75	25	0	345	406	0	39	41	20	339
No	130	2	2	71	55	50	38	7	5	344	130	2	55	38	5	344	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	75	0	0	34	45	34	45	7	9	341	75	0	45	45	9	341	5721	1	52	39	9	342
No	63	2	3	43	68	18	29	0	0	347	63	3	68	29	0	347	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	138	2	1	77	56	52	38	7	5	344	138	1	56	38	5	344	13489	2	63	30	6	345
Gender																						
Female	74	1	1	44	59	26	35	3	4	345	74	1	59	35	4	345	6568	3	67	26	4	346
Male	64	1	2	33	52	26	41	4	6	343	64	2	52	41	6	343	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	138	2	1	77	56	52	38	7	5	344	138	1	56	38	5	344	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	138	2	1	77	56	52	38	7	5	344	138	1	56	38	5	344	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Waterville Public Schools
School: George J Mitchell School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	2	0	0	1	33	2	67	0	0	345	2	0	33	67	0	345	5	1	44	39	16	340
B. less than one hour	69	1	1	55	60	33	36	2	2	344	69	1	60	36	2	344	80	2	66	28	4	345
C. one to two hours	23	1	3	17	55	10	32	3	10	344	23	3	55	32	10	344	13	2	61	32	6	344
D. more than two hours	5	0	0	1	14	4	57	2	29	336	5	0	14	57	29	336	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	47	1	2	40	65	18	29	3	5	345	47	2	65	29	5	345	47	3	68	24	4	346
B. good	44	1	2	32	55	23	40	2	3	343	44	2	55	40	3	343	41	1	62	31	5	344
C. fair	6	0	0	2	25	5	63	1	13	339	6	0	25	63	13	339	9	0	51	41	8	342
D. poor	4	0	0	2	40	2	40	1	20	338	4	0	40	40	20	338	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	22	2	7	17	57	10	33	1	3	347	22	7	57	33	3	347	31	3	63	28	6	345
B. They match some of what I have learned.	44	0	0	40	67	19	32	1	2	344	44	0	67	32	2	344	49	2	68	26	3	345
C. They match just a little of what I have learned.	22	0	0	16	53	10	33	4	13	342	22	0	53	33	13	342	14	1	53	39	7	342
D. There is no match.	11	0	0	3	20	11	73	1	7	340	11	0	20	73	7	340	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	20	0	0	12	44	13	48	2	7	342	20	0	44	48	7	342	18	1	50	38	11	342
B. about the same as my regular schoolwork	53	2	3	43	61	23	32	3	4	345	53	3	61	32	4	345	57	2	68	26	3	346
C. easier than my regular schoolwork	27	0	0	21	57	14	38	2	5	343	27	0	57	38	5	343	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	19	0	0	10	38	15	58	1	4	340	19	0	38	58	4	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	45	0	0	39	64	18	30	4	7	343	45	0	64	30	7	343	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	36	2	4	27	56	17	35	2	4	346	36	4	56	35	4	346	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	18	1	4	12	50	10	42	1	4	344	18	4	50	42	4	344	22	3	67	25	4	346
B. 20 minutes to an hour	56	1	1	52	69	20	27	2	3	346	56	1	69	27	3	346	46	2	68	26	4	346
C. less than 20 minutes	10	0	0	4	31	7	54	2	15	339	10	0	31	54	15	339	18	1	56	36	8	343
D. I rarely read at home.	16	0	0	8	36	12	55	2	9	340	16	0	36	55	9	340	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	30	0	0	15	38	21	54	3	8	341	30	0	38	54	8	341	29	1	56	36	7	343
B. six to ten pages	16	1	5	9	43	9	43	2	10	342	16	5	43	43	10	342	21	2	62	31	5	344
C. eleven or more pages	54	1	1	47	67	20	29	2	3	346	54	1	67	29	3	346	50	3	68	25	5	346
Optional school/SAU question																						
A.	43	0	0	0	0	3	100	0	0	339	43	0	0	100	0	339						
B.	0										0											
C.	14	0	0	0	0	1	100	0	0	340	14	0	0	100	0	340						
D.	43	0	0	2	67	1	33	0	0	343	43	0	67	33	0	343						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Waterville Public Schools
School: George J Mitchell School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	15	10	15	10	1985	14
	2007-2008	17	13	17	13	2277	17
	2008-2009	17	12	17	12	2328	17
	Cum. Total*	49	12	49	12	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	60	42	60	42	6990	51
	2007-2008	71	53	71	53	6764	50
	2008-2009	68	49	68	49	7045	52
	Cum. Total*	199	48	199	48	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	47	33	47	33	3673	27
	2007-2008	35	26	35	26	3504	26
	2008-2009	39	28	39	28	3137	23
	Cum. Total*	121	29	121	29	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	22	15	22	15	1193	9
	2007-2008	11	8	11	8	1044	8
	2008-2009	14	10	14	10	997	7
	Cum. Total*	47	11	47	11	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	29.7	61.9	29.7	61.9	31.5	65.6
A. Number	20	42	12.3	61.5	12.3	61.5	12.8	64.0
B. Data	8	17	6.0	75.0	6.0	75.0	6.1	76.3
C. Geometry	8	17	4.9	61.3	4.9	61.3	5.5	68.8
D. Algebra	12	25	6.5	54.2	6.5	54.2	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Waterville Public Schools
 School: George J Mitchell School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	138	17	12	68	49	39	28	14	10	345	138	12	49	28	10	345	13507	17	52	23	7	348
Ethnicity																						
African American/Black	3										3						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	3										3						223	25	45	24	7	350
Hispanic	8	1	13	4	50	3	38	0	0	345	8	13	50	38	0	345	162	6	44	35	15	341
Caucasian/White	124	15	12	61	49	35	28	13	10	345	124	12	49	28	10	345	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	6	29	10	48	5	24	334	21	0	29	48	24	334	2204	6	36	36	22	338
No	117	17	15	62	53	29	25	9	8	347	117	15	53	25	8	347	11303	19	55	21	4	350
Current LEP																						
Yes	8	1	13	4	50	3	38	0	0	345	8	13	50	38	0	345	412	7	37	35	21	339
No	130	16	12	64	49	36	28	14	11	345	130	12	49	28	11	345	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	75	5	7	30	40	30	40	10	13	340	75	7	40	40	13	340	5727	10	48	31	12	343
No	63	12	19	38	60	9	14	4	6	351	63	19	60	14	6	351	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	138	17	12	68	49	39	28	14	10	345	138	12	49	28	10	345	13501	17	52	23	7	348
Gender																						
Female	74	10	14	34	46	22	30	8	11	345	74	14	46	30	11	345	6568	16	52	24	8	348
Male	64	7	11	34	53	17	27	6	9	346	64	11	53	27	9	346	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	138	17	12	68	49	39	28	14	10	345	138	12	49	28	10	345	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	138	17	12	68	49	39	28	14	10	345	138	12	49	28	10	345	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Waterville Public Schools

School: George J Mitchell School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	2	67	1	33	0	0	345	2	0	67	33	0	345	5	9	38	32	21	340
B. less than one hour	69	11	12	47	52	26	29	7	8	346	69	12	52	29	8	346	80	19	54	22	5	349
C. one to two hours	23	5	16	15	48	8	26	3	10	347	23	16	48	26	10	347	13	16	51	24	9	347
D. more than two hours	5	0	0	1	14	3	43	3	43	332	5	0	14	43	43	332	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	10	19	27	50	10	19	7	13	348	41	19	50	19	13	348	40	25	51	17	7	351
B. good	45	7	12	32	53	17	28	4	7	346	45	12	53	28	7	346	45	14	56	24	6	348
C. fair	10	0	0	6	46	6	46	1	8	341	10	0	46	46	8	341	12	7	49	34	10	343
D. poor	4	0	0	0	0	4	80	1	20	328	4	0	0	80	20	328	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	8	19	22	51	7	16	6	14	347	33	19	51	16	14	347	38	23	52	19	5	351
B. They match some of what I have learned.	41	6	11	30	56	15	28	3	6	347	41	11	56	28	6	347	45	16	56	22	6	348
C. They match just a little of what I have learned.	19	2	8	11	44	9	36	3	12	341	19	8	44	36	12	341	12	10	45	33	12	343
D. There is no match.	7	1	11	1	11	6	67	1	11	339	7	11	11	67	11	339	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	28	1	3	21	60	10	29	3	9	343	28	3	60	29	9	343	17	8	45	34	13	342
B. about the same as my regular schoolwork	50	10	16	31	49	17	27	5	8	347	50	16	49	27	8	347	59	19	55	21	5	350
C. easier than my regular schoolwork	22	6	21	11	39	9	32	2	7	347	22	21	39	32	7	347	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	24	3	10	11	38	10	34	5	17	341	24	10	38	34	17	341	15	8	41	35	15	341
B. 30–45 minutes	39	4	9	29	63	10	22	3	7	347	39	9	63	22	7	347	29	16	54	23	6	348
C. 45–60 minutes	25	6	20	15	50	9	30	0	0	350	25	20	50	30	0	350	32	21	55	19	5	350
D. more than 60 minutes	12	2	14	4	29	6	43	2	14	340	12	14	29	43	14	340	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	25	2	50	1	25	333	3	0	25	50	25	333	6	6	33	39	23	337
B. two or three days a week	10	1	8	6	46	2	15	4	31	340	10	8	46	15	31	340	12	15	55	22	8	348
C. two or three times each month	26	4	12	18	53	10	29	2	6	348	26	12	53	29	6	348	26	20	56	19	5	350
D. never or almost never	62	11	13	42	51	23	28	6	7	346	62	13	51	28	7	346	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	19	2	8	12	48	9	36	2	8	342	19	8	48	36	8	342	37	14	51	27	9	346
B. two or three days a week	28	3	8	24	65	8	22	2	5	347	28	8	65	22	5	347	27	20	55	19	6	350
C. two or three times each month	24	7	22	13	41	8	25	4	13	349	24	22	41	25	13	349	19	22	53	19	6	350
D. never or almost never	30	5	13	18	45	12	30	5	13	344	30	13	45	30	13	344	18	15	51	26	8	347
Optional school/SAU question																						
A.	43	0	0	0	0	1	33	2	67	325	43	0	0	33	67	325						
B.	0										0											
C.	14	0	0	1	100	0	0	0	0	344	14	0	100	0	0	344						
D.	43	0	0	1	33	2	67	0	0	339	43	0	33	67	0	339						